

Progression across Oracy

	EYFS	KS1		Lower KS2		Upper KS2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical	<ul style="list-style-type: none"> <li>* Speaks in front of a small group.</li> <li>* An adult understands what I am saying.</li> </ul>	* Speaks in front of the class.	<ul style="list-style-type: none"> <li>* Projects voice in a larger space and to a larger audience.</li> <li>* Confidently delivers short prepared material</li> </ul>		<ul style="list-style-type: none"> <li>* Speaks loudly and clearly enough for the audience to hear and understand</li> </ul>		<ul style="list-style-type: none"> <li>* Demonstrate confidence in front of an audience.</li> </ul>
	<ul style="list-style-type: none"> <li>* Is still and looks at the person speaking.</li> </ul>	<ul style="list-style-type: none"> <li>* Makes eye contact with the person talking and with the listener when I am talking.</li> <li>* Uses the 'right' voice (eg: outside voice, classroom voice).</li> </ul>	<ul style="list-style-type: none"> <li>* Consistently makes eye contact with the person talking and with the listener when they are talking.</li> </ul>	<ul style="list-style-type: none"> <li>* Considers position and posture when addressing an audience.</li> </ul>	<ul style="list-style-type: none"> <li>* Begins to consider movement when addressing an audience.</li> </ul>	<ul style="list-style-type: none"> <li>* Uses body language and facial expression in an increasingly natural way to support my speech.</li> </ul>	<ul style="list-style-type: none"> <li>* Scans a known or unknown audience when delivering a speech.</li> </ul>
		<ul style="list-style-type: none"> <li>* Uses voice and facial expression to show expression when talking.</li> </ul>	<ul style="list-style-type: none"> <li>* Beginning to use gestures and facial expressions to support talk and when listening.</li> </ul>	<ul style="list-style-type: none"> <li>* Varies the tone of voice for effect linked to the purpose e.g. reading a story, giving a speech</li> </ul>	<ul style="list-style-type: none"> <li>* Varies pace, volume and tone to small group, class and larger audience to maintain interest.</li> <li>* Uses pauses for effect.</li> <li>* Uses intonation linked to grammar to make sense of information. (helpful, ?)</li> </ul>	<ul style="list-style-type: none"> <li>* Uses verbal and nonverbal behaviours to enhance my talk.</li> </ul>	<ul style="list-style-type: none"> <li>* Deliberately adapt pace, tone and volume of voice for a situation.</li> </ul>

	EYFS	KS1		Lower KS2		Upper KS2	
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Linguistic	* Uses 'and' to add more detail.	* My spoken sentences are increasingly accurate (e.g. verb tenses and plurals) * Uses 'because', 'when', 'so' and 'but'. * Uses sentence stems in my own talk.	* Uses an increasing variety of sentence openers. * Uses a wider range of adjectives and adverbs.	* Uses an increasing variety of sentence openers.	* Uses irregular plurals and verbs correctly. * Uses a range of simple and multi clause sentences in talk. * Consistently uses standard English where appropriate.	* Uses more complex sentences in talk e.g. to explain or describe something. * Uses an increasing variety of sentence openers for effect.	* Uses idioms and expressions in my own talk.
	* Uses vocabulary appropriate to what they are doing/ using.	* Uses appropriate topic vocabulary. * Uses vocabulary to describe or explain.	* Uses subject specific vocabulary in context. * Selects specific vocabulary to add meaning e.g. This cake is nice/ delicious	* Uses specialist vocabulary. * Makes precise language choices e.g. Alsatian/ dog	* Makes effective language choices to support the purpose of the talk. * Uses vocabulary for reasoning, describing and explaining cause and effect (if)	* Varies vocabulary to avoid repetition	* Uses specific, specialised or technical terminology in detailed descriptions. * Sometimes use more sophisticated language in formal situations e.g. nominalisation being brave/ bravery.
	* Makes link between the name of something and some categories e.g. fruit	* Defines words based on categories e.g. vehicles	* Compares the way words look, sound and mean (homophones).				
					* Speaks without hesitation, prompting or	* Gives detailed talk without prompting using	

					repetition when presenting a short talk for different purposes. * Adapts the formality of my talk for different audiences and purposes.	appropriate style of language and vocabulary.	
	* Uses language to negotiate.	* Agrees or disagree and say why	* Explains or justifies events using sentences with phrases with two or more clauses.				
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		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Cognitive</b>	* Retells a simple story.	* Retells in chronological order					* Beginning to appreciate sarcasm, jokes, irony and idioms.
	* Says how they feel.	* Says why they think or feel something.			* Is able to give supporting evidence.		* Elaborate or clarify using detailed descriptions, reasons and examples.
		* Builds on other points of view.	* Challenges other points of view.	* I can use speech to reach a shared agreement.		* Directs discussions. * Ensures discussion remains on track. * Participates in debate, recalling the main	* Negotiates an agreement.

						arguments and give clear reasons for finding one side more convincing. * Uses speech to come to a compromise.	
		* Is able to respectfully disagree with someone else's opinion and say why.	* Expresses a different opinion from others within a discussion.	* Offers an opinion that is not my own e.g. Some people believe...	* Justifies my own and others opinions.	* Elaborates on ideas and those of others.	* Critically examine ideas and views of others.
* Understands and answer questions.	* Asks questions when they do not understand.	* Asks relevant questions to find out specific information.	* Is able to say what they have not understood.	* Asks questions to move conversation on/ dig deeper.	* Asks a specific question about what they have not understood. * Understands, respond to and ask different question types- open, closed and rhetorical.		
	* Reflects on own and others talk (Talk Detective)	* Reflect on my own and others talk (Talk Detective)	* Describes own and others talk using specialist language	* Describes own and others talk using specialist language.	* Reflects on own and others talk using specialist language and suggest next steps.	* Reflects on my own and others talk using specialist language and suggest next steps. * Comments on why others have used particular language in different situations.	

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Social and Emotional	* Takes turns to talk in a pair or small group.	*Offers nods and short words of encouragement to the person speaking	* Takes turns to listen and respond in two way conversations and groups.			* Listens with a high level of involvement e.g. offer predictions and evaluative comments.	
		* Has a discussion without the help of an adult.	* Invites others to join in with discussions.	* Values other people's contributions to a discussion building on or questioning what they have said. * Takes on different roles in a discussion.	* Confidently uses a range of roles within discussions. * Understands when others disagree without taking it personally.	* Explores different perspectives.	* Negotiates group roles within discussion and wider collaborative tasks.
	* Starts conversations with familiar people	* Starts conversations with a wider range of people.	* Is starting to adapt different styles of interaction with different people.		* Keeps conversations going by questioning, commenting and showing interest.	* Can speak to familiar and unfamiliar adults confidently and politely.	* Keeps longer conversation going by asking questions, comments and showing interest.
			* Makes what they saying interesting for the audience to hold their attention.		* Appropriately respond to an audience reaction	* Speaks with passion and flair.	* Begins to use humour for appropriate effect. * Reads an audience and respond to their needs e.g. if

							everyone looks disengaged move on or change topic.
	* Gives attention to what others say and respond appropriately.	* I clarify what I have said if the listener has not understood.			* Clearly identifies when I have not understood and I am specific about the additional information I need * Considers the impact of words on others when giving feedback.		